

**GRAMMATICAL ERROR IN WRITING MADE BY NINTH GRADE
STUDENTS OF SMPN 2 BULU IN THE ACADEMIC
YEAR OF 2018 / 2019**



**Submitted as a Partial Fulfillment of the Requirements for Getting
Bachelor degree of Education in English Department School of Teacher
Training and Education**

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APPROVAL

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PUBLICATION ARTICLE

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Surakarta, 7 November 2018

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Abstrak

Tata bahasa mempunyai peranan yang penting dalam pelajaran bahasa, salah satunya dalam bahasa Inggris. Pembelajaran tata bahasa di sekolah mempunyai pengaruh besar terhadap pemahaman siswa menengah pertama. Tujuan dari penelitian ini adalah untuk mendeskripsikan tipe dan sumber kesalahan tata bahasa yang ditulis oleh 25 siswa kelas 9 SMPN 2 Bulu. Data pada penelitian ini adalah gambar yang dideskripsikan oleh siswa. Peneliti menggunakan 25 contoh kasus yang akan diolah menjadi data. Kesalahan tata bahasa diidentifikasi, diklasifikasi, dan di analisis. Data dari penelitian ini ditulis secara deskriptif. Hasil dari penelitian ditemukan bahwa jenis kesalahan terbesar siswa adalah kesalahan berdasarkan taksonomi komparatif yaitu 20%. Sumber kesalahan terbesar siswa adalah pengaruh interlingual yaitu 68%. Dari hasil penelitian, kebanyakan siswa membuat kesalahan dalam menambahkan item yang tidak perlu pada sebuah kalimat, menggunakan morfem yang salah, kurang tepat dalam pemilihan kata karena kurangnya pengetahuan, kosakata yang buruk, dan pengaruh bahasa pertama atau bahasa ibu yang masuk ke dalam bahasa Inggris.

Kata kunci: Tata bahasa, kesalahan tata bahasa, analisa kesalahan.

Abstract

Grammar has an important role in language lessons, including in English language. Learning grammar in school has a major influence on the understanding of the students in junior high school. The objectives of this study are to describe the types and sources of grammatical errors written by 25 ninth grade students of SMPN 2 Bulu. The data of this research are pictures that have been described by the students. The researcher using 25 examples of cases that will be processed as data. Grammatical errors are identified, classified, and analyzed. Data from this research are written in a descriptive. Results from the research found that the types of students' biggest error is errors based on comparative taxonomy with 20%. The source of students' biggest error is the influence of interlingual with 68%. From the results of the study, most of the students make an error in adding unnecessary item in a sentence, using morpheme incorrectly in a sentence, confused too chose the right words in a sentence because of the lack of knowledge, poor vocabularies, and the influence of first language or mother tongue into English language.

Keywords: Grammar, grammatical error, error analysis.

1. INTRODUCTION

People have to communicate to interacting with others. When they made communication, they need a medium. It is generally admitted that language is a medium of communication. By language, they are able to interact with others in the world. It means that through language, people can express their ideas, wishes, thought, and desires. Most activities which involve more than 1 person requires a language. Language, therefore, plays significant roles in people's life.

Problems appear when people who come from different countries with different conditions, cultures, and backgrounds meet and speak different languages. When they have to communicate, they were faced with a problem; they cannot understand each other. Therefore, they have to master a certain language which they can understand each other. In that case, they have to master an international language.

English is the 1 and only of the most widely used international languages. English has a very important role in technological and scientific advance. Generally, some technological and scientific advances use English as guidance. Meanwhile, a lot of textbooks, newspapers, and magazines are printed in English. It is also used as a means of communication for international trade and business. Consequently, people who have access to them should master English well. In learning English, there are two facets that should be mastered. Firstly, language competence as well as vocabulary, sound, and grammar. Secondly, there are four language skills; listening skill, speaking skill, reading skill, and writing skill.

Furthermore, there are so many schools in Indonesia that have applied new systems in their schools to encounter the global changes. One of the systems in their schools is how to master English well with the English day program or any other method. Not only the method that has changed by the government, but the curriculum of education in Indonesia is even suitable with students' needs and now almost all schools in Indonesia use the 2013 curriculum. With that, the new curriculum in Indonesia can answer the global challenges faced by all levels of society. Therefore, schools in Indonesia can create the graduates who are reliable and students have a high competitiveness to build their country.

On the implementation of the 2013 curriculum, there are three related dimensions. They cannot be separated. These are planning, teaching learning process, and learning evaluation. The planning will establish the materials to be taught, the media to be chosen, and the methods to be used in teaching learning process. In such a way, the evaluation procedures will be used to know the product of teaching learning process and students' achievement. So, that the educators just become facilitators for the learners and give a notice in every learner's skill. Therefore, the educators have to be aware in providing student to master English in four skills that consist of speaking, reading, listening, and writing because the four elements are very effective in the English learning process.

Writing is one of four skills in English and is important since writing can make us to express anything in a paper, writing can help us to remain our thought after we read information. The most important, we can share the information to other people. Writing needs thinking, and thinking is always complex and difficult. Writing is complex also because the author needs to do all things at once. The author produces words, sentences, paragraphs, and extended compositions all at the same time; words must be spelled, sentences punctuated, and paragraphs unified. Therefore, we need

accuracy to make paragraph because the information that we deliver to reader can easy to understand.

Not only express idea on the paper, but also write needs well knowledge and hard thinking when students produce words, sentences, paragraph at the same time with good English grammar. For some Indonesian students it is not easy to change the form and then combine the words into sentences. However, when students write something, they found many difficulties. Then, students the other hand, students didn't know the meaning of words and the function of word. Beside that, they didn't know the tenses that they want used to make paragraph. Moreover, tenses is a part of grammar and the function of the tenses is to explain the accident in the story happened. Thus, students have to understand the part of tenses in writing paragraph or essay.

Moreover, tenses is a part of grammar and the function of the tenses is to explain the accident in the story happened. Grain (2006) said that tense is a device that English speaker use to express time in their language so you learn to think like a native speaker. Thus, students have to understand the part of tenses in writing paragraph or essay.

In this study, the researcher focuses to research a grammatical error analysis in students writing. Error analysis is a study that learns about the types of error made by the writer in writing text. The researcher conducts an error analysis in writing descriptive texts made by the ninth grade students in SMPN 2 Bulu. Although this school is one of the favorite schools, there are still some students' abilities that must be developed. One of the lessons that were considered difficult by students is English. When the researcher asked the students to make a descriptive text, the students found difficulties and made some errors in writing, for example :

- a. Cat can run fast
- b. Cow is a mammals big
- c. Cat is a animal unique

From the examples above, there are some errors in the sentences. It can be seen that the ninth grade students of SMPN 2 Bulu were difficult to write. For this reason the writer has analyzed the grammatical errors made by students in writing descriptive texts.

This topic also needs to be discussed because many people are reluctant to learn grammar because they feel that grammar is difficult to understand. There are even people who argue that to be fluent in English grammar is not necessary. For them the important thing is to learn the conversation. Therefore, they argue that the best ways to master a foreign language or English is to go abroad or practice speaking with strangers.

Last, the topic is interesting to be discussed because we can find out why most students having problems with grammar and we can figure out the cause. This study can be used by the

teachers too determine the type of error that is often made by students. So, when the teachers are teaching, they should focus on the grammatical errors that are made by the students.

2. METHOD

The research method, the researcher elaborates the types of study, subject of study, object of study, data and data source, technique of collecting data, data validity, and technique for analyzing data.

The type of this research is descriptive qualitative research. The object of this study is the grammatical error in students' writing. The subject of this study is the ninth grade students of SMPN 2 Bulu. The data and data sources of this study are the test instruments. The technique of collecting data is by observation, and instrument analysis. To make sure the validity of the data, the researcher uses triangulation, the technique for analyzing data is identifying, classifying, and analyzing. Last, the objectives of this study are to describe the types and sources of grammatical errors written by 25 ninth grade students of SMPN 2 Bulu.

3. RESEARCH AND DISCUSSION

Table 1. Type of Error

No	Types of Error	Examples	Cases	Percentage
1.	Errors Based on Linguistic Category Taxonomy			
	a. Morphology			
	1) Indefinite article incorrect	- Cat is <u>a animal</u>	1	4%
	2) Possessive case incorrect	- She ever <u>play</u> Anak Jalanan for drama television - <u>He body</u> is good	2	8%
	3) Third person singular incorrect	- Stefan William <u>work</u> as an entertainer - Cows have long <u>tail</u> - <u>He my</u> favorite actor	2	8%
	b. Syntax – verb phrase	- <u>She an</u> actress	2	8%

2.	Errors based on Surface Strategy Taxonomy			
	1) Omission	- A cat is a <u>friend</u> animal	2	8%
		- <u>Stefan</u> <u>William</u> <u>born</u> in California		
	2) Addition	- Cats love to <u>runs</u> looking for fish	3	12%
		- The cats <u>eated</u> fish and bone		
		- <u>Cowses</u> don't live in the water		
	3) Misformation	- Natasya Wilona is beautiful and smart <u>women</u> .	1	4%
		- Cat <u>cen</u> run fast		
		- Cows have black and <u>whaite</u> skin		
	4) Misordering	- A cat have <u>tow</u> small ears	3	12%
3.	Errors based on Comparative Taxonomy	- Cow is a <u>mammals big</u>	5	20%
		- Cat is a <u>animal unique</u>		
		- Cats have <u>tooth sharp</u>		
4.	Errors based on Communicative Effect Taxonomy			
	a. Global Errors	- Cow <u>are</u> big and strong	3	12%
		- Cats have <u>four leg</u>		
		- Cow <u>have</u> a big body		
	b. Local Errors	- A cat has <u>ear two</u>	1	4%
<i>TOTAL</i>			<i>25</i>	<i>100%</i>

Table 2. Sources of Error

No	Sources of Error	Example	Cases	Percentage
1.	Interlingual Transfer	<ul style="list-style-type: none"> - Cow is a <u>mammals big</u> - Cat is a <u>animal unique</u> - Cats have <u>tooth sharp</u> - A cat has <u>colour black</u> - A cow has <u>tail very long</u> 	17	68%
2.	Intralingual Transfer	<ul style="list-style-type: none"> - <u>He body</u> is good - <u>He my</u> favorite actor - A cat is a <u>friend</u> animal - <u>Stefan William</u> <u>born</u> in California - Cats love to <u>runs</u> looking for fish - The cats <u>eated</u> fish and bone - <u>Cowses</u> don't live in the water 	7	28%
3.	Context of Learning	<ul style="list-style-type: none"> - Natasya Wilona is beautiful and smart <u>women</u> 	1	4%

<i>TOTAL</i>	25	100%
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3.1 Types of Errors

This discussion of the findings is supported by the classifying errors by Tarigan (1988). Based on the table 4.1 about types of errors, it is clear that almost all of the ninth grade students of SMP 2 Bulu Sukoharjo made grammatical errors in writing skill especially in making descriptive text by seeing picture that researcher gives. This problem was found by the researcher based on the result of error analyzed with observation. Based on collecting data was conducted by the researcher, students felt confused when they translated between Indonesia to English. By seeing the table 4.1 the researcher can conclude as follows :

3.1.1 Erors Basd in Lingustik Categorry Taxonom

This type of error is divided into two categories, morphology and syntax. In morphology the researcher found 20% calculation of student grammatical errors which are caused by indefinit articel incorect, posessive case incorect, and thrid-perosn-singulra incorect. Besides, in syntax the researcher found 8% calculation of student grammatical errors. So, the researcher got 28% of errors based on linguistic category taxonomy. By doing the observation and based on the data, the researcher agrees with Politzer and Ramirez (1973) that errors make by studens because off Englis ass foreign langage.

3.1.2 Errors based on Surface Strategy Taxonomy

This type of error is divided into four categories; omission erros, addition erros, misformation errors, and misordering errors. The researcher found the dominant errors in Dulay, Burt, Krashen (1982) are addition 12% and misordering 12%. And the next dominant is ommision with 8% and the last is misformation with 4%. So, the total of errors based on surface strategy taxonomy is 36%.

3.1.3 Errors based on Comparative Taxonomy

This type of error gives the biggest percentage with 20% of student errors were influenced by this factors. This type of errors onn thee basi off comparig thee struture off secon langage erros too otheer typess off constructons, mots comonly too erros mad byy childrn durin theirs frist langage acqisition off teh langauge. By doing the observation and based on the data, the researcher agree with Dulay, Burt, Krashen (1982) that errors most commonly make byy childrn durin theirs frist langage acqisition off thee langauge.

3.1.4 Errors based on Communicative Effect Taxonomy

This type of error is divided into two categories, global errors giving 12% and local errors giving 4%. The global errors is the kind of errors in missing, wrong, or misplaced sentence connectors. Besides, the local errors is the kind of errors in non and verb inflections, articles, auxiliaries, formatives, quantifiers, etc. By doing the observation and based on the data, the researcher agrees with Dulay, Burt, Krashen (1982) that "errors that affect the overall organization of the sentence hinder successful communication, while errors that influence a single element of the sentence usually do not hinder communication".

4. CONCLUSION

This discussion of the finding is supported by Brown (1988). Based on the table 4.2 above, it can be seen that the source of error are made by the ninth grade students of SMP 2 Bulu are the highest is interlingual transfer with 68%, secondly intralingual transfer with 28%, and the lowest is placed by context of learning with 4%.

Based on the table 4.2 the researcher believes that the reasons why students made errors are; first, students have some difficulties in using appropriate words in their sentences cause not all words can be used in every sentence. Second, the influence of first language or mother tongue (Indonesian) that has been very attached to the students, and it makes difficult for them to learn foreign language (English). The last, the reason might be caused of lack of knowledge in vocabulary.

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